

**Minutes of the
Committee of Practitioners Meeting
December 3, 2018 – Virtual Meeting
Originating from MacKay Building, Pierre, SD**

Call to Order

The meeting of the ESEA Committee of Practitioners (COP) was called to order by Becky Guffin, chair, at 10:02 a.m. at the MacKay Building, Pierre, SD on December 3, 2018.

Attendance

Members present were: Becky Guffin, Joan Pribyl, Becky Eeten, Chrissy Peterson, Stacy Nemec, Laura Willemssen, Cecilia Estes, and Nicole Hansen. Lori Bouza, Kari Behm, Joan Dunmire, and Cari Leidholt were able to attend the meeting.

Staff persons in attendance for all or part of the meeting were: Shannon Malone, Jordan Varilek, Betsy Chapman, Yutzil Becker, Vera Tipton, Alan Haarstad, Charlie Dalldorf, Dorothy Aguilera Black Bear, Jenifer Palmer, and Laura Johnson Frame.

Approval of the Agenda

Motion by Peterson, second by Pribyl to approve the agenda as printed. Motion passed and the agenda was approved.

Approval of the Minutes of May 3, 2017

Motion by Pribyl, second by Eeten to approve the minutes of the May 3, 2017 meeting. The motion passed.

New Member

Members were introduced to Nicole Hansen, newly appointed member of the committee. Hansen is the Coordinator of Assessment and Evaluation for the Sioux Falls School District. Hansen has worked in the Assessment and Evaluation Office for 12 years and has worked directly with the state report card and accountability.

Retiring Member and Member Recruitment

Kate Mellor was serving as the private school representative. Mellor no longer holds her work position with the private schools that was applicable to this Committee. The private school representative is now open along with the position of specialized instructional support personnel and paraprofessionals. Members may suggest names of possible candidates.

Public Comment

No member of the public attended the meeting and no comments were received.

Members with Terms Ending During Summer of 2019

Members whose terms will end during 2019 will be contacted to determine whether each wants to be re-appointed to another term.

Election of Chairperson and Vice Chairperson

The question was asked whether an election of officers should be held now or wait until June, the annual meeting of the Committee of Practitioners per the committee guidelines. This was asked as no annual meeting was held during 2018 and no election. The committee expressed a desire to wait until summer for the election. The chair and vice chair serve one-year terms.

Review of the State and LEA Report Card

Shannon Malone, Title administrator, explained that the State/LEA Report Card is in the final appeal process. This report card marks the first report card under the new federal law Every Student Succeeds Act (Elementary and Secondary Education Act of 1965 amended by P.L. 115-141) that was fully enacted March 2018.

Malone described the development of the State Plan with input from four work groups including a work group on Accountability. After the State Plan was developed and presented to Governor Daugaard, the plan was submitted to U.S Department of Education. Very few changes were requested at the federal level and after small adjustments were made, US Education approved the Plan. The SD DOE began implementing the Plan including the accountability and report card process. Many rules and procedures had to be created. Many of the guidelines will need revision and the mechanics of the accountability system need adjustment and review for unintended consequences.

Malone stated that the Committee of Practitioners will need to meet for lengthy in-person meetings to review all of guidance documents for the accountability system. SD DOE feels it is important to get input from the practitioners who are implementing the work in the districts and are in the best position to analyze the practicality of requirements.

Malone asked for comments on the report. The committee provided several comments about attendance, exporting reports, items that show correctly in the report card and do not show correctly in SD STARS, the missing school environment portion is confusing to the districts. All of these items either are or will be addressed.

Appeals close December 5 with the Department review on December 6 to accept or deny the appeals. The SD DOE will work with Otis ED to make corrections to the data after that date. On December 17 the final report card is released. As of December 17, each school's status will be changed with schools in Targeted or Comprehensive Support receiving phone call notification.

5th Indicator Work Group

Malone described that the federal law requires an additional indicator for accountability purposes. The SD DOE has been using attendance at the K-8 level with career and college readiness at the 9-12 grades. The SD DOE has used attendance for many years and recently dropped the expectation from 94% to 90% as allowed by the law. The Department would like to find a replacement indicator for attendance.

The North Central Comprehensive Center (McREL) is working with various states to develop a list of options to be used for the 5th indicator. South Dakota will also work with North Central to develop a small list of options and the availability of our state data to measure outcomes. The options will then be turned over to a workgroup formed to test the indicators and consequences. The work group will explore the options from January to May 2019 and will prepare for a pilot project in 2019-2020. The work group may also look at other areas of the accountability system.

The Committee will be asked to review the guidance documents that will be prepared for the 5th indicator's smooth implementation.

1003 School Improvement Funds

The statute that pertains to school improvement funds is Section 1003. Currently, the SD DOE has 1003(g) funds remaining for the next 2 ½ years that will be expended through grants to school districts. Also, SD DOE received Title IV funds for Social and Emotional Grants to do "whole" child activities. Eight schools have been awarded these funds for the next 3 years.

1003(a)(1) or (2) and 1003(b) School Improvement Funds are funds that are set aside at the SD DOE level as support to districts for school improvement purposes. Approximately \$3 million has been set aside with the federal statute allowing 7% of this portion to be used by the state for direct school support. The expected costs of providing School Success Facilitators and School Success Facilitator Advisors to schools identified as needing support is \$1 million. This funding must come out of the state set aside as this is the only available funding. The remaining \$2 million will be used in the form of grants to school districts for school improvement purposes.

Malone, on behalf of the SD DOE, asked the COP members whether 7% from the top for the state level administration as allowed by the statute was a reasonable amount to set aside for this purpose.

Motion by Peterson, second by Hansen to hold \$1,000,000 of the 1003 School Improvement funds for use by the Department in providing support to the schools needing improvement. Motion passed.

Targeted Support and Improvement Schools and Comprehensive Support and Improvement Schools

Jordan Varilek, School Improvement Coordinator, shared information on Targeted Support and Improvement Schools (TSI), Additional Targeted Support and Improvement schools (ATSI) and Comprehensive Support and Improvement Schools (CSI). A handbook, System of School Success Information Guide November 2018, was distributed to the Committee. The guide describes how schools are identified, the process, requirements, and exit criteria for identified schools. This year the SD DOE launched a pilot with four schools in two districts to conduct a comprehensive needs assessment developed by SD DOE. The process was considered a success. Each CSI school will use this process going forward to identify their own needs.

School Success Facilitators and School Success Facilitator Advisors will work with the schools and districts. In past two months, SD DOE has been conducting training modules for persons who wish to apply for contracts to become facilitators for SD DOE. Each person is required to complete all of the training at his/her expense to be eligible to seek a state contract.

Schools identified as TSI and CSI schools will be notified in the next two weeks by phone call. SD DOE will launch the school support process with informational meetings starting January 14 in Brookings, Pierre, and Rapid City. Malone stated that during the creation of the State Plan SD DOE anticipated many schools would be identified. As this process unfolded, the number of schools identified is less than expected.

Risk-Based Monitoring of Title I Schools

Malone advised the Committee that the Title office will be monitoring Title I schools using a risk-based process. Background information is that approximately two years ago the Governor's office through a task force devised a risk-based rubric to be used across all departments. This document was provided to SD DOE and then adjusted to relate to Title I schools. Each year, the Title I staff will complete the assessment for each of the districts assigned to them. Based on the total score each district is assigned in multiple items, each district is given an overall score. The levels of monitoring start at uploading documents to SD DOE each year, to an on-site visit, to the highest level of concern of SD DOE withholding funds.

In August and September, the districts to receive on-site monitoring were notified with a packet of materials. Follow-up conference calls were held. Soon after that notification, the remainder of the districts were provided with a letter indicating that they must meet the basic requirements of uploading documents to the Share Point website of SD DOE by January 1. Failure to do this will lead to one area of risk on the next risk assessment process. A few districts asked questions and had concerns about repeated monitoring

visits each year because of the number of programs the district operates. The department does not plan to repeat monitor unless an additional risk was identified and assured the districts of this plan. Currently, on-site monitoring is underway with all districts uploading documents.

Paraprofessional Requirements

Malone clarified the requirements for paraprofessionals. On January 1, 2019, new requirements for paraprofessionals were planned to go into effect. The new requirements will not be implemented. The Every Student Succeeds Act states that the state requirements on the day before the enactment of the law must remain.

SDD DOE asked the State Board of Education to repeal the approved requirements. Then the Rules Review Committee approved the repeal of the non-implemented rule. Consequently, the current paraprofessional requirements for Title I schools remains in effect. Title I Schools - School district must hire qualified paraprofessionals; the para must be qualified prior to being hired. All paraprofessionals in a schoolwide school must be qualified whether paid with Title I funds. In a targeted assistance school, a paraprofessional paid with Title I funds must be qualified. To be qualified a paraprofessional must have 48 college credit hours or have an associates degree or have passed the Parapro test. The grants management system will include an assurance for this starting next year. The qualifications will be discussed during monitoring to ensure compliance.

Testing Transparency Requirement

The ESSA federal law requires each school district to provide information about testing.

1112(e)(2): “TESTING TRANSPARENCY.—“(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

(B) ADDITIONAL INFORMATION.—Subject to subparagraph (C), each local educational agency that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency’s website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including— (i) the subject matter assessed; (ii) the purpose for which the assessment is designed and used; (iii) the source of the requirement for the assessment; and (iv) where such information is available— (I) the amount of time students will spend taking the assessment, and the schedule for the assessment; and (II) the time and format for disseminating results.

(C) LOCAL EDUCATIONAL AGENCY THAT DOES NOT OPERATE A WEBSITE.—In the case of a local educational agency that does not operate a website, such local educational agency shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents.

SD DOE is requiring documentation that testing information is made available during the monitoring process. The Department has posted a template on the Share Point website that can be used for this purpose.

McKinney-Vento Homeless Dispute Resolution Policy and Procedure

Laura Johnson Frame, State Coordinator, distributed two documents to the Committee. Each state is required to have a dispute resolution policy/procedure. South Dakota has been using our general complaint policy for several years. With a close look at the general policy, we identified that it does not meet the specific requirements of the McKinney-Vento statute that was reauthorized by ESSA. Likewise, school districts are required to have a dispute procedure/policy and have been monitored on this since 2008. Many of the district policies do not pertain to homelessness and are specific to other programs. We are asking that districts improve their policy/procedures for their own best handling of a dispute.

A parent, guardian or unaccompanied youth may dispute specific decisions of the district pertaining to these areas: eligibility, school selection, immediate enrollment and/or Full Participation. A review of the requirements led to a new state procedure along with a form. The SD DOE requirements are found in the Dispute Procedures document. An informational document was developed for school districts containing federal requirements and a suggested dispute procedure. School district M-V liaisons are advocates and are required to notify parents, guardians and unaccompanied youth of their rights, guide them in how to complete any paperwork or collect documentation, and assist them through all of the steps of a dispute. The two documents will be posted on the <http://doe.sd.gov/title/McKinneyVento.aspx> soon.

Next Meeting

The committee should anticipate an in-person, two-day meeting in Pierre in the spring after the legislative session. The committee will be surveyed to find the best dates.

Adjournment

Motion by Peterson, second by Nemec to adjourn the meeting at 11:42 a.m.